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ABSTRACT

A description is provided of the training and counseling materials and methods prepared by the Saskatchewan NewStart and the Training Research and Development Station. Following a brief review of the concept of social inventions, summary descriptions are provided of nine adult education courses. These are: 1) Life Skills, which focuses upon effective problem-solving behaviors; 2) Fluency First, a course in English for illiterate adults who lack the background needed to learn to read and write; 3) Fluency Second, a listening and speaking course for those who can already read a second language; 4) Basic Literacy for Adult Development (BLADE), which teaches communications and math content from grades 1-4; 5) Learning Individualized for Canadians (LINC), which extends BLADE through grade 10; 6) Small Business Management, for those of Indian Ancestry; 7) Creating a Career, designed to help people prepare career plans; 8) Generic Skills, which aims to develop academic, reasoning, interpersonal and manipulative skills; and 9) Socanics, which prepares skilled paraprofessionals for work in social institutions. Information is also presented on the preparation of instructional films, on materials for sale, and on the development of new training methods. (PB)

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This booklet describes the training and counseling methods and materials prepared by Saskatchewan NewStart and the Training Research and Development Station.

Saskatchewan NewStart was established in 1967 by the Canada Department of Manpower and Immigration and the Saskatchewan Department of Education to develop new methods of counseling and training adults. It was a five-year experimental project, and on the termination of that period the Department of Manpower and Immigration established the Training Research and Development Station to continue the experimental development of new methods of counseling and training on a continuing basis.

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D. Stuart Conger,
Director
September, 1973

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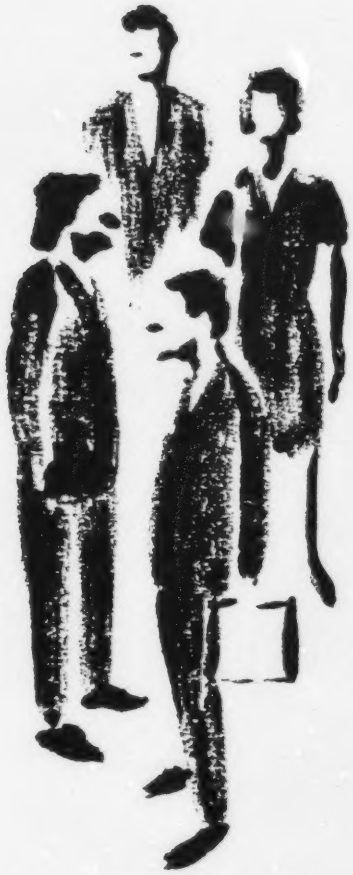
METHODS FOR HUMAN RESOURCE DEVELOPMENT



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TRAINING RESEARCH and DEVELOPMENT STATION
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The first social invention centers established in Canada were the NewStart corporations established in 1967 in Alberta, Saskatchewan, Prince Edward Island and Nova Scotia by the respective departments of education and the federal Department of Manpower and Immigration. These organizations were set up to experimentally develop new methods of counseling and training adults. The NewStart corporations were granted a five-year life only, and subsequently, the Department of Manpower and Immigration established the Training Research and Development Station as a "second generation" experimental centre on the foundation prepared by Saskatchewan NewStart.

SOCIAL INVENTIONS

For a decade or more many of our social institutions have received much criticism from the public, their clients and their staffs. An increasing flow of research studies casts very serious doubt on the effectiveness of schools, penal institutions, welfare agencies, and other organizations that operate for the presumed welfare of all society. The agony of other important institutions, such as the church with its re-examination of its objectives, methods and organization, is also apparent in their search to be of more value to man.

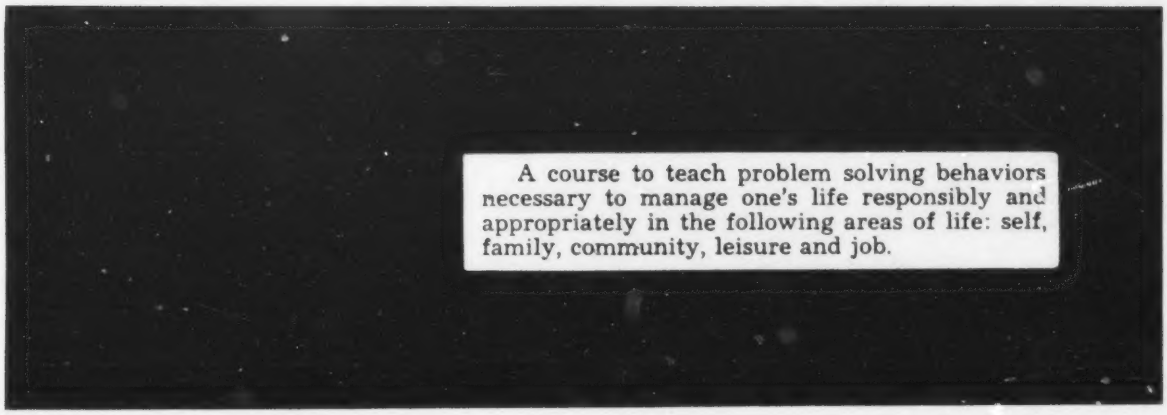
Progress in society as in science has resulted from invention. Although the number of scientific inventions has greatly exceeded that of social inventions, some social inventions such as the court of law and legislatures have had a greater impact on our life style than the motor car and other great technical developments. There are upwards of 100,000 patents on the automobile which gives an indication of the series of inventions used in the development of something as significant as the car. The very same can be said of democracy, the law and education. Although the number of social inventions might be considerably less than in some technical areas, these social institutions have undergone an evolution based upon many social inventions made over the years.

The importance of social inventions has not always been recognized and we certainly have not given the same support to inventing new methods of dealing with our social problems in the same way that we have established research centers in medicine, agriculture, transportation and other scientific and technical areas.

"There is no question that action-research and development programs in the broad areas of human and social problems are needed in Canada. The Economic Council, the Senate Committee, various parliamentary committees, and individual social scientists and researchers have pointed out the serious lack of a continuing source of practical information and data on human and social problems. NewStart represents an attempt to develop field-research agencies which would eventually be capable of providing essential information, of evaluating various government programs, and of developing new approaches to solving the persistent problems of poverty, ignorance, and apathy, which prevent the full development of Canada's human resources."*

The "products" of the experimental work conducted in Prince Albert are described in this brochure. They are not the equal of some of the great inventions in education and training such as programmed instruction, case study method of teaching, computer assisted instruction, standardized achievement tests and instructional television, but they have made a contribution in the way of using theories of instruction and counseling to develop new methods of training that do contain a number of social inventions. This is substantively the focus of the Training Research and Development Station: to make supplementary inventions to provide practical systems for the use of unique social inventions in programs of human resource development.

* (Special Senate Committee on Poverty, Poverty in Canada, Ottawa, Information Canada, page 154.)


A course to teach problem solving behaviors necessary to manage one's life responsibly and appropriately in the following areas of life: self, family, community, leisure and job.

The Need for Life Skills Training

Life Skills training provides disadvantaged adults with the knowledge and skills to demonstrate competence in human relations and in areas of life responsibilities. Precisely defined, Life Skills means problem solving behaviours responsibly and appropriately used in the management of personal affairs. A sequence of planned experiences helps adult students to implement a program of personal development in each of the following areas:

(1) **Developing Oneself and Relating to Others**

Students identify and develop personal strengths and abilities and engage in a balanced degree of self-determinism; they identify, resolve, and obtain help with personal problems; they help each other practise new skills.

(2) **Coping with Home and Family Responsibilities**

Students identify, resolve, and obtain help with family problems; they learn new skills to improve family life.

(3) **Using Leisure Time Purposefully**

The students use free time for personal development and social benefit and develop existing or new interests.

(4) **Exercising Rights and Responsibilities in the Community**

The students learn about the community so they can use resources effectively and for their intended purposes; they learn what contributions they can make for the benefit of self and community.

(5) **Making Responsible Decisions for Work Future**

The students learn about different occupations and opportunities, and having assessed own interests, aptitudes and abilities, choose a career goal and plan entry into it, so that through further training and experience, a more meaningful work life can be attained. They learn skills of selecting jobs and practise interpersonal skills related to getting and holding a job.

Life Skills education is an activity program. The adult student actively seeks **knowledge** through lectures, panels, symposiums, reading, audio-visual aids, discussions, visits and tours. **Insight and understanding** is gained through feedback techniques, problem-solving groups, experimentation, task assignments, situational tests and simulated activities. **Skills** are gained through practical experience, role-playing, drills and demonstrations. **Interests** are developed through plant tours, audio-visual aids, reading, creativity exercises, role-playing and group discussions. Students gain self-confidence through an observable increase in skill competency based on performance and feedback on performance obtained from other students and analysis of videotape feedback.

The Life Skills course relates to other courses in that its content and methodologies give students a more realistic insight into their abilities, and some skills to handle themselves effectively in new learning situations. These skills and insights provide them with confidence which permits them to learn the basic education skills and the vocational skills needed. The growth in the personal dimension provided by the Life Skills experiences, complements and supports growth on the vocational skill level.

The Life Skills Lesson

Each lesson has five stages of activity, and a skill objective. The skill objective determines the nature of the activity in each of the five stages. The Life Skills course describes these stages as stimulus, evocation, objective enquiry/ skill practice, application and evaluation:

In the **stimulus**, the coach presents the problem. He does this in different ways depending on the requirements determined by the objective: in one lesson, he shows a film; in another, he uses a case study; in another, a trust exercise. During the stimulus the coach might provoke, might inform, or question; he aims to stimulate discussion among the students.

In the **evocation**, the coach encourages the students to express their opinions and feelings related to the stimulus. The coach remains non-judgemental assisting students to express their concerns. Students share their knowledge about topic, helping each other to clarify the problem situation. The coach helps the students to classify the ideas given and to define the problem. He helps them formulate fact-finding questions for investigation in the next section.

In the **objective enquiry/skill practice** phase, the coach acts as a guide. Students seek and relate new knowledge to the problem they defined; they search for answers to their questions; they practise new skills. In lessons of the first two phases of the course, they might study themselves on video, or use check lists to examine their own behaviour. In lessons of the third phase, in which they study problems related to areas of life responsibility, they might study films, books, clippings from magazines, or they might go out of the training centre to seek information and answers to their questions.

In the **application** phase of the lesson, the coach helps the student apply knowledge and skills to the solution of a problem. The activities resemble real life situations whenever possible. The real life situation changes as the course develops. In the early parts of the course, the here and now situation is the learning group. In mid-course, the home, the community, or the job become the focus; students interact in the community ,invite outsiders in, or plan simulations of real situations.

In lessons of the first two phases, students might study themselves on video.

In the **evaluation** phase, the students and coach assess how they did and how the lesson helped them. In most lessons, the evaluation is done through discussion, analyzing video tapes or with check list. In all lessons, the coach notes the individual student's need for further practice on the skill objective and plans ways to provide this.

In summary, each lesson specifies a skill objective which focuses the lesson activities. The coach brings the students to achievement of the skill objective by the use of a five stage lesson plan: in the **stimulus**, the coach presents the problem situation; in the **evocation** the student reacts to and defines the problem, sometimes formally, sometimes not; in the **objective enquiry/skill practice** the student searches out information and practises new behaviours; in the **application**, he applies knowledge and skill to the solution of the problems; and in the **evaluation**, he assesses what was done and how well it was done.

Lesson Implementation

In the Life Skills course, the coach uses the techniques of behavior training to produce behavioral change in the students. This requires a precisely stated behavioral objective recognized and accepted by the student, and that it carry a satisfaction of some sort in its achievement. The coach, or someone else in this behavior oriented learning group, models the behavior if necessary, and the group provides support to the person seeking behavioral change; or if necessary, it may impose sanctions. Evidence indicates that the students find satisfaction and accomplishment in the readily apparent change in behavior and their resultant increased personal effectiveness.

Videotape Recording and Playback

Feedback from the group and coach are supplemented by the use of videotape recordings. The testimony of the V.T.R. speaks for itself with indisputable evidence. People see and hear themselves as others see them, probably for the first time in their lives. The V.T.R. gives added force to the feedback which group members provide each other.

LIFE SKILLS COACH TRAINING

Problem Solving Skills

The problem solving component includes demonstration of the problem solving skills, practice in them, and practice in teaching them to others. It contains some theory, demonstration of problem solving systems, the use of heuristics, and skill practice in synetics.

Human Relations Skills

The development of these skills is central to the coach training program. The coach develops a sensitivity and awareness in his training which he transfers to the classroom. Behaviors are learned, practiced and modified until the coach develops competency in such things as:

a. attending behaviors, expressing, sharing, and responding to feelings, giving and receiving constructive feedback, initiating and contributing data, seeking contributions from others, summarizing, clarifying, co-ordinating, integrating, elaborating, setting standards and orienting, testing for concensus, gate-keeping, encouraging and supporting, harmonizing and compromising;

b. coping with such harmful behaviors as blocking, dominating, recognition-seeking and competing, self-confessing and sympathy seeking, special-interest pleading, side-tracking, withdrawing, horsing around and assuming that the problem is clear;

c. making effective process interventions in diagnosing and commenting on various aspects of the group process.

Knowledge

The coach demonstrates his competence in all the skill areas by accumulating and understanding specific content knowledge. Recognition is given to the fact that content knowledge is derived from many sources, formal course work being only one. Content knowledge is defined to include the depth and breadth of content deriving from the course as well as the kind of content knowledge associated with the methodology and technology of conducting the course. The content knowledge requirements for coach training include:

a. the theoretical foundation of the Coach Training and Life Skills programs, their structure, concepts and nature of training;

b. the principles of learning in the affective, cognitive and psychomotor domains;

c. cultures of the disadvantaged;

d. group dynamics, group development and phase progression, performance centered, counseling, behavior description, behavior modification, skill training and ethical problems of coaching.

Lesson Presentation Skills

The coach develops the behavioral skills required to facilitate the learning process in the implementation of Life Skills lessons. These include:

a. skills in questioning, skills in recording, categorizing and summarizing data, and reporting outcomes and information to the group;

b. motivating students in the classroom, gaining commitments for change from students, planning activities with the students, leading discussion groups, and using behavioral counseling techniques;

c. techniques of role-playing, conducting the case method, and organizing "group-to-group" situations;

d. operation and utilization of audio-visual media; using videotape equipment for recording and playback, using film, film strip, and overhead and opaque projectors, using cassette and reel-to-reel audio recorders; creating simple visual aids and displays; selecting the most appropriate medium to present a concept.

Basic Communication Skills

Speaking, checking for understanding, listening, identifying breakdown in person-to-person communication, using gestures and other nonverbal forms to communicate.

Evaluation Skills

The coach's ability to evaluate is integral to the learning process which takes place in any of the skills mentioned above. In some cases the process of evaluation can not be divorced from the major skill because in and of itself it is of an evaluative nature. For instance, the Human Relations skill of "giving and receiving feedback" falls into this category. Other evaluation skills in which the coach develops competency are Performance Evaluation Skills. These include observing, analyzing and evaluating his own performance and that of his peers and the students to identify strengths and weaknesses; feeding back evaluation data; using techniques for the development of student self-evaluation skills.

A course in oral English for illiterate adults who want to learn to read and write but who lack sufficient knowledge of English to be successful in literacy training.

A basic literacy course is usually thought of as the earliest stage of the adult educational ladder. If anyone, whether child or adult, does not know the language of instruction, however, he is not ready to begin to read and write in that language.

Among the Indian and Metis population in the northern part of the prairie provinces, many adults are not able to use the English language effectively. Their lack of facility in English prevents the acquisition of literacy skills, thus precluding progress in training schemes; it hinders participation in economic and social development projects; it lessens the probability of successfully managing their own affairs, either corporate or individual; it frustrates the intentions of enfranchisement; it inhibits the growth of self-confidence; in general, it limits the chances these inhabitants of the north have of coping adequately with the daily problems of life in contemporary Canadian society. With a knowledge of English these people of Indian ancestry will acquire the prerequisite tool for becoming literate so that they may have the power of choosing what direction their own lives should take.

If any kind of training is to achieve its full objectives, the student must participate actively in it, yet no one can truly participate unless he is reasonably fluent in the language of instruction. He should be able to ask questions, make comments, take part freely in discussions without being frustrated by a limited command of the language and without feeling timidity or shame about his speech.

The new approach that is necessary, then, is to recognize that many northern students must first learn to speak English before they can learn to read English. Fluency must come first.

The principles and methods of TESL (Teaching of English as a Second Language) which grew out of research and experience in the teaching of English as a foreign language, have been used in developing a fluency component for the Basic Literacy course. Language specialists assert that "knowing" a language means mastering its basic structures along with a useful vocabulary which can be expanded as the learner's needs grow. Mastering the structures and vocabulary means that in a given situation the learner can respond, automatically, with appropriate utterances in the new language. The learner's mother tongue is not used, or is rarely used, during instruction in the new language. Automatic language habits are developed through repetitions of sentence patterns, with substitutions of vocabulary in real or realistic situations, by means of a wide variety of instructional techniques. Progress is made as the learner masters carefully graded sentence patterns, gradually increasing in complexity. Reading and writing of these sentences follow the oral learning.

The structural practices in Fluency First are organized in three stages which take a learner from no knowledge of English whatever to fluency in complex grammatical relationships. An adult student who knows some English already can by-pass Stages I and II and use Stage III to gain command of the English language patterns and sounds which have been found to cause the greatest difficulty to people who grew up speaking an Indian language.

In Fluency First, learning takes place through a variety of oral language activities. The basic approach is direct oral instruction of a small group of students. The instructor follows a graded structural program and utilizes techniques of informal drills, dialogues, role-playing, games, and — eventually — guided group discussions about familiar situations. The group method ensures that English is used for real communication during the learning process.

Fluency First has been prepared with a northern orientation. If necessary, only materials that are locally available in rural northern communities need be used as visual aids. Thus, the new language being learned is related to the students' own experience of life, and the course can be used even in remote settlements. Where more facilities are available, the lessons can be made more interesting and varied by employing tapes for cassette tape recorders, projectuals for overhead projectors, slides, filmstrips, and other audio-visual materials.

Since it is essential that the students be able to differentiate English phonemes in order to learn to read by a method based on the correspondence between sound and printed letter, some students may require special coaching in the recognition and production of certain English sounds that do not occur in their own first language. Some basic cassette tapes have been prepared for this purpose.

Instructors of adults who are learning oral English must understand the principles and methods of teaching English as a second language and become proficient in the special techniques to be used. An intensive course for training instructors to use Fluency First is being developed.

An individualized listening and speaking course for adults who can read a second language but cannot speak it or understand its spoken form.

This course is not related to Fluency First in rationale, method or aims, and is being designed for a quite different type of student.

It is intended for immigrants who have learned "High School English" or "High School French" as a second language, in their native country, and who can read the language but cannot speak it or understand its spoken form.

It is logical to asume that the immigrant will need proficiency in whichever of these two languages is used in daily transactions by the majority of people in the locality where he has settled. From this follows the logical assumption that radio and television programs will be available locally in that language.

If the immigrant could use these broadcasts to tune his ear to the second language, they would provide an interesting, relevant, and readily available means of learning. However, although he might know each of the words in its printed form, he is not able to distinguish these words in a flow of sound as emitted by a native speaker in ordinary discourse or broadcast performance. Lacking this ability, the listener misses much or most of the context relating to the few words he does manage to distinguish. Thus the listening process is exhausting, frustrating, and virtually useless. But given suitable introductory training as a bridge, the student could bring himself to a point where the listening would be easy, enjoyable and informative.

The aim of Fluency Second is to provide individualized materials which can be used by the student to train first his ear and later his tongue.

The rationale is that he will use the introductory materials to train his ear to the point where he can profitably listen to direct broadcasts. There will be some tongue training in this introductory phase, mainly as an adjunct to listening. Through listening, he will tune his ear to the language and expand his vocabulary on several levels of formality and informality.

Then he will begin training his tongue with responsive exercises, each response being accompanied by a model and/or a criterion with which to compare his performance. The objective is not to remove all trace of "accent", but to help the student make himself understood in the personal contacts on which his occupation and daily transactions will depend.

The method will proceed from the printed language which he knows to the oral form which he must learn. Each module of introductory materials will prepare him for listening to one of several different types of broadcast, such as news, sports, weather forecasts, interviews and panel discussions, situation comedies, "phone-in" programs, religious services; there will be pseudo commercials, and some vocal music. Since the person who has learned only to read is likely to have a formal or "'bookish" vocabulary, he would be wise to begin with the more formal programs such as the news or drama; however, the modules could be used in any order, and high motivation will no doubt be attached to his personal high-interest priorities.

Each introductory module will begin with speech at a somewhat slower-than-normal speed, and gradually increase to ordinary broadcast speed. After the student has used several of the modules he may be able to omit the slowest material in the remaining ones—but need not do so.

In learning to converse fluently, the student has two separate areas of effort: producing speech sounds that are intelligible to others, and thinking of the right word or phrase to express his meaning. Much listening to broadcasts will have helped him considerably with the latter problem, and in actual conversation he will receive help from those with whom he talks. Therefore, the materials will focus mainly on tongue training, which of course includes use of the tongue, teeth, lips and breath.

The techniques for using the materials will be as follows:

EAR TRAINING

1. Student reads a verbatim text of the pseudo "broadcast", (on a cassette tape) and uses a dictionary in regard to any word(s) he does not understand. (If he has to look up more than 10 or 12 words on each page he may not be ready for this type of program.)
2. Student listens to the "broadcast" and tries to follow the printed version simultaneously.

3. At the end of the "broadcast", the tape draws attention to some of the difficult sounds, and gives the student some practice in saying them, in order that he may listen more perceptively.
4. Student repeatedly uses the one tape and text in combination until he has no trouble in keeping the two synchronized and in understanding the tape. (The items will be long enough that they will not be memorized; length will gradually be increased as the speed increases.) In this repeated tape-text listening process the student is learning to relate the correct sounds to the printed forms with which he is already familiar.
5. Student puts aside the text and listens to the tape, following the sound and meaning carefully.
6. Student goes on to the second tape and text in the same module, using the same technique.
7. Student completes the module in this way, reviewing from time to time the tapes (only) which he has already dealt with.
8. Student may then begin listening to this type of broadcast directly, on his own time, while he works on the next tape-text module of his choice. (Listening directly may still be rather difficult when he has completed only one module.)
9. By the time the student has finished all the modules, or those which he has chosen (one or two might be omitted entirely if they do not interest him), his ability to listen to direct broadcasts will have improved considerably, and the direct listening he has done will have provided a good basis for training his tongue.

TONGUE TRAINING

10. A short tape-text item of genuine value or interest will lead to detailed work with one or more difficult sound sequences which it contains. The detailed practice will allow the student to compare his speech with the model. If he has no difficulty, he goes on to the next item—there may be several in the one tape-text module.
11. If he has difficulty, he asks for the audio-cards which will provide much more practice and feedback on that particular sound sequence as it occurs in many contexts.
12. On completion of the module, the student reads each of the items aloud to the instructor, who may then have him begin the next module, or may direct him to use the audio-cards for some element(s) in which the student has failed to notice a serious discrepancy between his production and the model.
13. The student will work his way through all the modules, using the detailed audio-cards for only those elements which are difficult for him to produce.
14. During this time, he will continue to listen to broadcasts, and will naturally be attempting to use his new language in his daily transactions. The instructor will have a brief chat with him at least once a day, and will be able to observe progress in this way and in noting conversations between or among students.
15. When two or more students in a group are ready to participate in formal discussions, these could be introduced for short periods at a time.
16. If a student has trouble thinking of the correct verb form or agreement etc. (but with much listening most of these forms should come almost automatically), he might use a set of audio-cards which will give substitution practice (in sentence context) for tense, number, comparison and similar features of language structure.
17. Toward the end of his course, the student who has a vocation or profession which he expects to pursue, will be introduced to materials which will familiarize him with the vocabulary specific to that area of work.

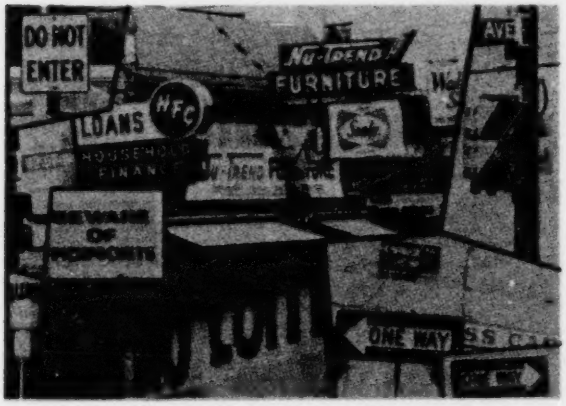
Following exploratory development, prototype courses in English and French will be prepared concurrently as a basis for the pilot study stage.

Although the materials are being designed for use by immigrants, there are thousands of adults in Canada who have only a reading knowledge of "High School French" or "High School English" and who might profitably use the courses — either in a classroom setting or by borrowing the materials from a public library for use in the library or at home.

The "BLADE" program covers the grades from 1 to 4 inclusive, in Communications and Mathematics for Canadian adults. Communication includes reading, writing, spelling, comprehension, and oral expression. The program is completely individualized so that totally illiterate and partially literate adults can enter the course at the same time but be given training in accordance with their individual level of knowledge.

The literacy course is an adult upgrading program beginning at the initial level and forming a natural prerequisite to retraining programs. The plan includes the establishment of adequate knowledge and skills to make an adult functionally literate for the rest of his life. Also built into the academic structure of the program are information and learning processes designed to lead illiterate and semi-literate adults from a background of restricted experience and attitude to an understanding of the wider, literate, industrialized society which occupies the mainstream of Canadian life, and to teach adults how to continue learning by themselves after they leave a formal adult basic education course.

Illiterate adults need academic education to enable them to use mathematics and to read, write, and speak English correctly and fluently enough to live and work as active citizens in a modern, literate society. They also need extra academic education as a prerequisite for specialized occupational training or to qualify for jobs which require a certain minimum level of education for entry.



From a background of restricted experience and attitude ...

Many illiterates may not understand the values and objectives normally accepted in the wider world of a literate society. For them a curriculum prepared for the wider society is not suitable or acceptable; they need to be provided with learning situations which arise from their own experiences and lead outwards gradually.

With a poor background of academic education, they have not learned how to learn academically or how to go about solving the problems they meet in trying to fit into the broader literate society. They need understanding of the processes of academic learning so that they can use them for their own continuing educational development and apply them to solving their individual problems.

General Objectives and Criteria for the Basic Literacy Course for Adults

a. The program raises adults to a measured Grade 5.0 level as a minimum for those who cannot continue further training. This is probably the lowest level that will enable the adu't to maintain permanent literacy.

b. The program prepares adults to continue their education in existing Manpower upgrading programs.

c. In addition to satisfying the academic standards of **what** needs to be learned, the program will educate adults in the **process** of learning itself, in techniques of study, discovery, and reasoning which they can use to further their own educational development according to the principles of andragogy, the art and science of helping adults to learn. This process is vital for adults at the lowest academic levels. Training programs may not support them long enough to reach the higher levels, or further

courses may not be available in their locality, and a limited program cannot teach a person everything he needs to know. If an adult understands the process of learning, he can apply it to particular problems and use it for extending his own education.

d. The program is simple enough for non-professional instructors with a short period of training to handle if necessary, not too cumbersome to be used in small remote areas with limited facilities, and not too expensive for widespread use, considering the fact that it is a one-time cost and the materials are re-usable.

e. The program uses an individualized system of instruction which allows each student to start work at his own level of achievement and to progress according to his own capacity and desire to learn; this allows the instructor to be involved personally in the program of each student.

Objectives for training materials

a. Course materials contain subject matter of interest and of immediate value in mathematics and communication for the students. The first three grades in mathematics do not require any reading of words.

b. Course materials are based initially on the limited experience of the target population. As the course develops, it is enriched and expanded from what the student already knows to the broader, literate society of the country, and the world. Course content can be used to arrive at concepts and generalizations which will help students to understand the values and objectives normally accepted in modern society.

c. Course materials include media other than books, to provide a variety of learning styles. The cassette tapes can be used with any standard cassette recorder or "play-back" machine for which ear plugs or headphones are available.

d. New content in both reading and mathematics is taught by the use of a tape-text method. The student listens to an explanation on tape, and responds to questions or instructions, while he looks at the words, sentences or mathematical examples given in a textbook written for his level of understanding. He can go over the lesson as many times as he needs to master it, in a completely individual way. The tape-text combination also provides drill, practice and self-testing as part of the learning process.

A New Method for Teaching Reading

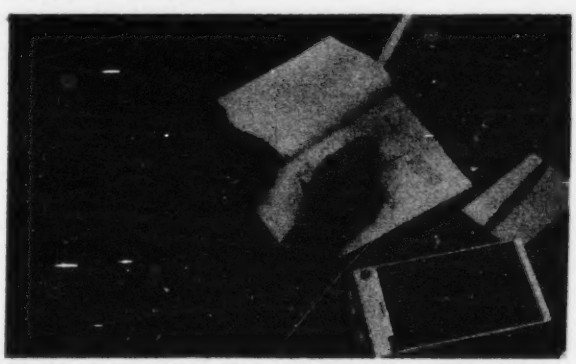
For the Communication Program, a system of "cueing" has been devised to indicate pronunciation. The adult student learns to recognize each sound of English in its most common spelling; then this common spelling is used to indicate how irregular spellings are to be pronounced. All of this is done in the context of words and sentences.

For example, students can learn the sound of —er in the word "her." Using the same sound with different spellings are the words **bird, heard, fur,** and **word.** When these words are used in reading passages, they have the letters "er" printed **under** them to show the pronunciation. The student will be able to use the cue as a guide, but he will still be looking at the correctly spelled word. With practice, he can learn to read without the cue, and cues are gradually eliminated in the reading materials.

This is not "phonetic writing." The student always reads the normally spelled words, using occasional cues to see how they should be pronounced. Cues are provided only where there is a choice of pronunciations, usually in regard to vowel sounds. Short vowels are not cued. Surprisingly few cues are needed.

To avoid over-dependence on the cues, each reading exercise is presented in two forms — with and without cues. At first, the student will read from the cued version until he is sure of the words and meaning; then he will read from the uncued version. Later, when he becomes more familiar with the words and spelling patterns, he may choose to attempt the uncued versions first, consulting the cued pages only when necessary. For convenience, the cued and uncued versions face each other on a two-page spread, and identical line positions are maintained for all the words.

This scheme combines the consistency of a phonetic system such as i/t/a with traditional orthography. The student learns the appearance of the word at the same time as he is learning a word attack system which can make him an independent reader.

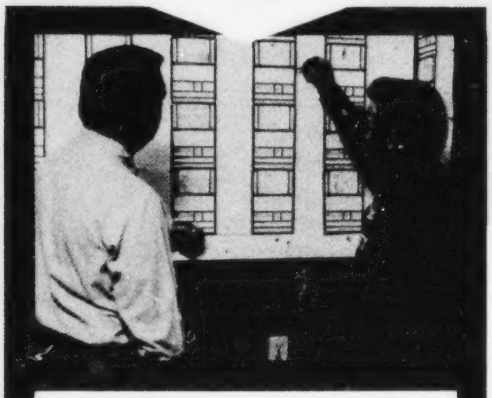


New content in both reading and mathematics is taught by the use of the tape-text method.

PREPARING IN

The development of an Audio

PLANNING AUDIO AND VISUAL



The Audio Visual Section planned and prepared a preliminary storyboard for each of the five films. The visuals and the audio were reviewed by consultants and users and then a final storyboard was prepared.

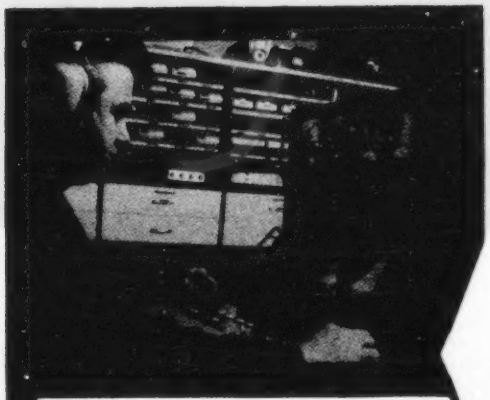
PREPARING THE SOUND TRACK

A final script was taken from the storyboard, the voice track was timed and then special sound effects and music were added.

DE
GR

VIDEO EDITING

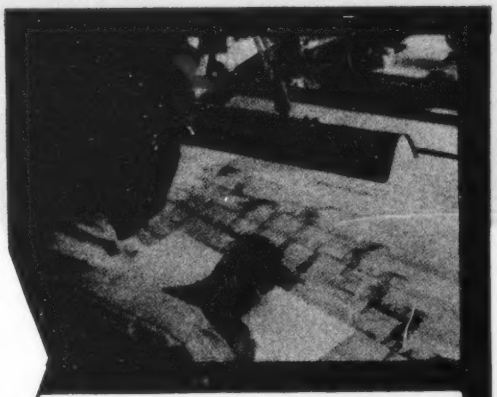
Video tapes were edited and assembled into the final video tape for field testing.



. . . with scenes that were staged and done with live actors.

TRUCTIONAL FILMS

l Self-Instructional Program



Based on timings taken from the sound track, graphics and . . .

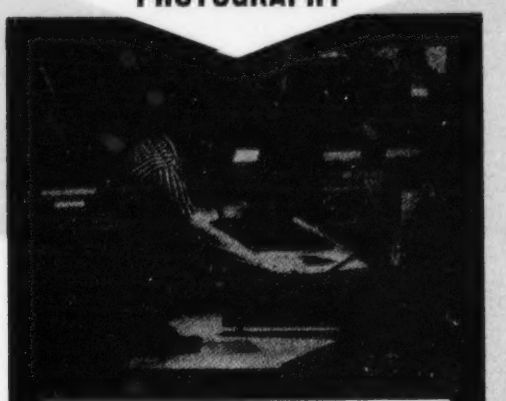
CREATING ANIMATION

. . . animation sequences were designed and filmed according to frame by frame shooting schedules, and . . .

PREPARING PHOTOGRAPHY

Graphics, photography, animations and special video effects were recorded on video tape . . .

VIDEO TAPING



. . . location shots, enlarging or reducing, or special effects photography were all scheduled and prepared.

The program, **Learning Individualized for Canadians (LINC)**, covers the adult grade range from 5 to 10 inclusive. The LINC program is individualized so that the students are required to learn only what they do not know. It permits students to enter and complete the program on a continuous intake-output basis.

The Mathematics and Communications courses, using a process of Individually Prescribed Instruction consists of a simplified package which can be used easily in isolated areas.

The Courses

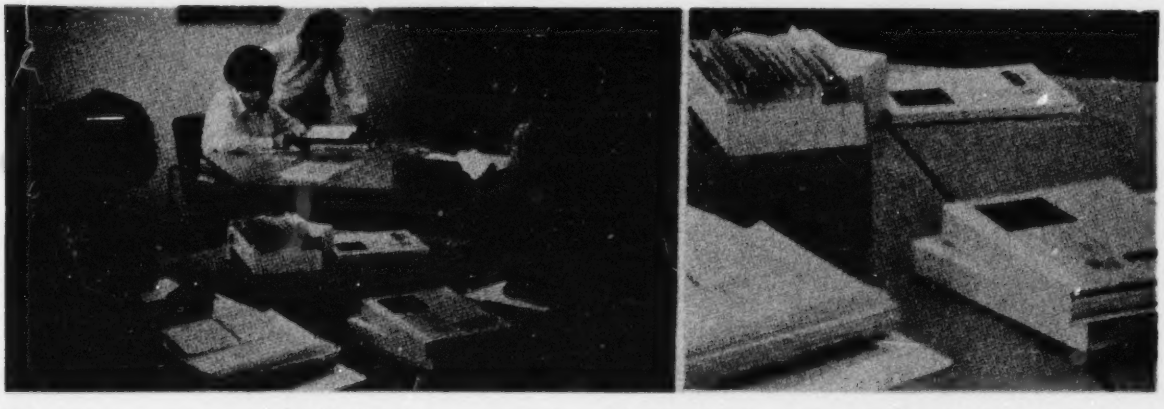
In both the Mathematics and Communication courses, subject areas are divided into homogeneous **units** composed of a number of concept **items,** each of which is broken down into **behavioral objectives** expressed in performance terms that describe what a learner will be doing when he demonstrates his achievement of the objective. The behavioral objectives are related to a selection of appropriate materials, some selected from commercial courses and some prepared by the Basic Education Division.

The Communications course includes coverage of reading, comprehension, language usage, spelling, and writing. It is divided into two sections for **Developmental Reading** and **Functional Reading.**

The printed curriculum books contain all the placement, diagnostic, and criterion tests necessary to fit the individualized process. Lists of behavioral objectives are divided into units and items, and there is reference to the recommended materials for students to use at every stage.

The Individualized Process

The purpose of the individualized process is to plan, provide, and conduct a battery of learning situations tailored to a trainee's characteristics as a learner. The process (see Figure 1) adapts instruction to the individual student in an integrated scheme of placement and diagnosis, prescription according to need, and evaluation to see if the student has achieved his objectives; the process follows a systems approach in achieving the objectives of the course. The wide variety of recommended materials allows the instructor to prescribe according to the personal level and needs of each student. Adults can then work truly at their own speed exactly where their need is.



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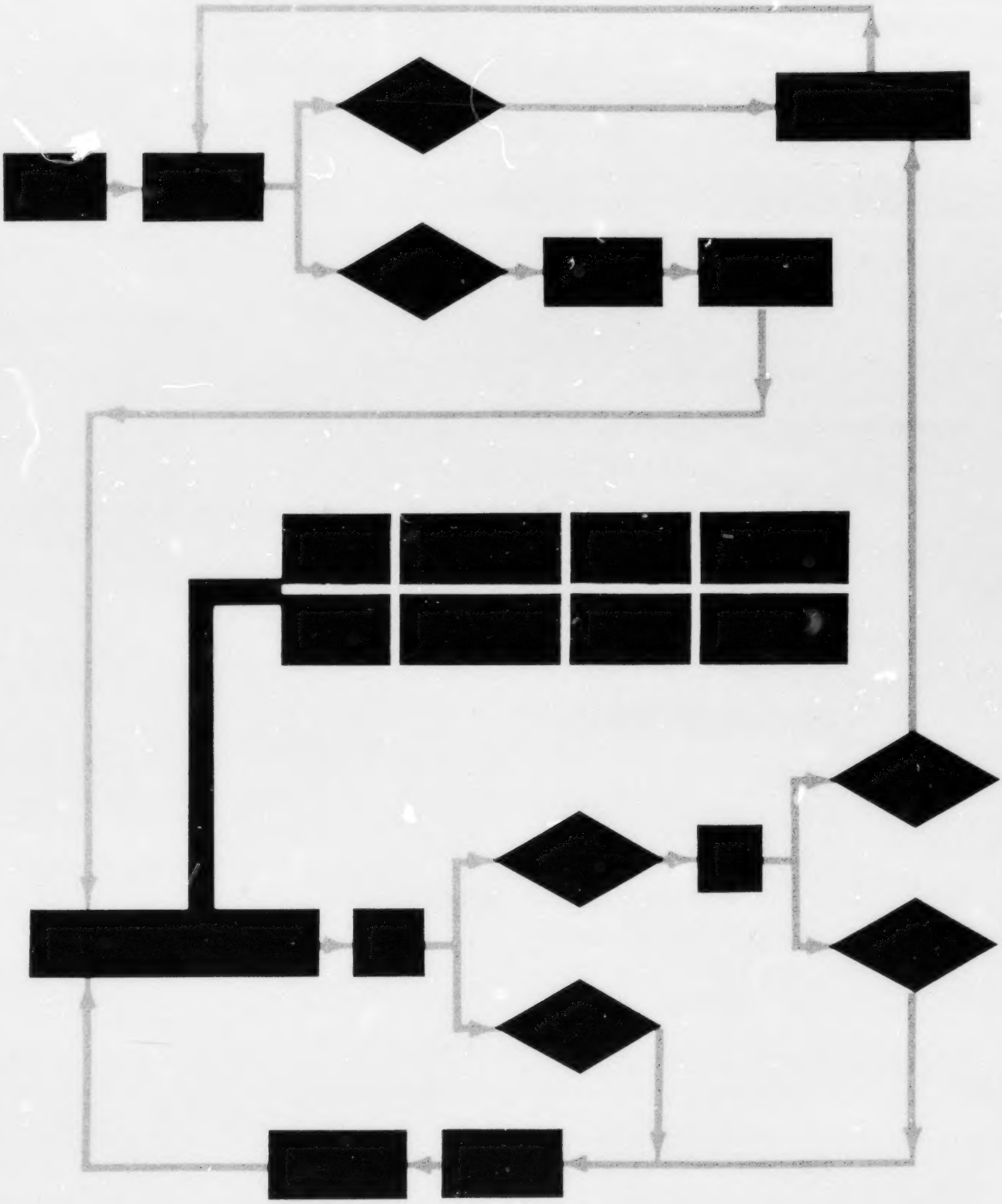
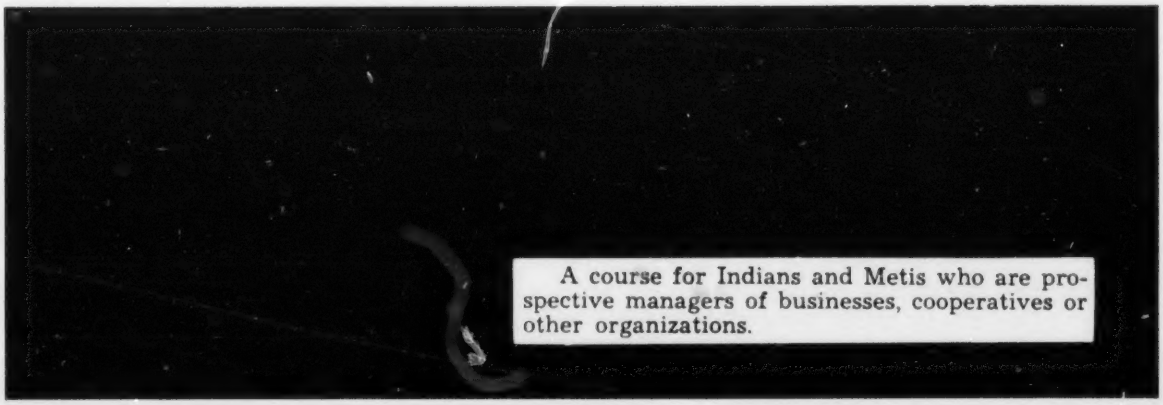


Figure 1: The Individualized Process for the Adult Mathematics Course.



A course for Indians and Metis who are prospective managers of businesses, cooperatives or other organizations.

The Small Business Management course has been especially developed for people of Indian ancestry. The objective of the course is to prepare adults as owner/managers of their own small business or as management personnel for business owned by bands, co-operatives or others.

Objectives of the Small Business Management Course

The objective of the course is to prepare the participants who have likely had little experience in business to be small business owner/managers. Some will undoubtedly be ready to start their own small businesses on completion of the course. This will depend on the planning and thought which the individual has put into preparing for entry into the business. Others, and perhaps the majority will progress through various phases of on-the-job training as clerks, assistant managers or managers of businesses owned by others. The course in Small Business Management will permit them to learn much more rapidly and will also facilitate learning in areas which would have previously been completely foreign to them. On-the-job training prior to taking the course would give very limited results because of the lack of knowledge in business. On the other hand, on-the-job training after the Small Business Management course would not only be highly desirable and beneficial but for many of the graduates a necessity so they could gain more insight into the various practical facets of a business.

A review of each subject will illustrate its content. As will be pointed out later, the lessons do not proceed successively from subject to subject but provide for a sequencing of material from the various subject areas so that the student can learn the elementary aspects of each subject before he proceeds to more complex material. Also he is provided with a variety of material and an opportunity to integrate the various aspects of business into a more comprehensive whole.

a. **Management Process**

Since the student is not expected to have had a vast experience of what business is all about, this first subject area puts emphasis on what is involved in business. Management Process sets up a conceptual framework to which the student is referred at intervals throughout the duration of the course. Thus his acquired management skills are always in context. Topics covered include: organizations, management functions, What is Business?, Factors of Success and Failure in Business. Visual aids and concrete examples from the students' environment are used to give them a better understanding of some of the problems involved in the operation of a business.

Through extensive discussion, the students should arrive at the need for organizing to achieve set goals, and the need for co-ordination within that organization: thus the need for Management. In this general context, the various organizations in existence today should cease to be outside the realm of the students' understanding.

b. **Marketing Management**

This subject area explores the need for as well as the method and technique, of marketing. The student becomes familiar with marketing functions and how they are carried out in various businesses. Topics include: the importance of the consumer, pricing, promotion, product planning, display, purchasing, personal selling, stockkeeping, advertising, and public relations.

c. **Business Law**

This subject presents some of the more pertinent aspects of business law. It begins with a brief look at the sources and classes of law and how our legal system works. The student examines the various forms of business organization: sole proprietorship, partnership, co-

operative and limited company. Since contracts are the basic tool of business, the student discusses the elements essential before a legal contract can exist. The student is also given some practice in the interpretation of contracts. Interests and the transfer of interests in land are covered along with the topic of mortgages. The area of credit transactions and creditors' rights ends with a close look at the rules and procedures relating to insolvency and bankruptcy.

d. **Personnel Management**

This subject deals with the various reasons people work and the various styles of leadership. The process of recruiting, selecting and training is reviewed. The job and qualities of supervision, employee morale, delegation, employee grievances and disciplining are also discussed. The problem of communication between employer and employees is studied at some length.

e. **Personal Finance**

The success of a business venture depends to quite an extent on the ability of the owner manager to handle his own personal finances. The matter of family budgeting, savings, consumer credit and their relationship to the business are covered in this subject area. Personal insurance and the topic of wills and basic estate planning are also dealt with.

f. **Production Management**

In cases where the students do not plan to go into manufacturing, this subject may be optional. It deals with the problems of production, plant location, materials handling, work simplification methods and decisions such as make or buy, when and how much to produce and quality control.

g. **Finance, Accounting, Bookkeeping**

This subject covers the vast area of bookkeeping, accounting, planning and budgeting. It starts out with the need for records, the handling of money, use of a cash register, books of original entry, the recording of sales tax and the banking system.

The student is then introduced to a simplified bookkeeping system which starts at a very elementary level and gradually builds up to a full system. Topics such as Income Tax deductions, Canada Pension Plan, Unemployment Insurance and preparation of payroll are studied. Emphasis is placed on credit sales, accounts receivable and credit policy.

The student learns how to make year end adjustments, prepare a profit and loss statement and a balance sheet. He then has an opportunity to analyze these statements for management decision making.

Once the basic accounting system is known, the student studies the areas of producer credit and how it may be used in his business. The student learns to plan and budget for both long-term and short-term needs and reviews the various credit sources available to him and is made aware of the information required of him for a credit application.

h. **Business Communications**

With communication such an important factor in any business venture, the process and barriers of communication are examined. Various methods of communication are studied. The student gets practice in public speaking, writing letters, and conducting meetings.

i. **Office Procedures**

In the Office Procedures track the student is shown an efficient method of handling incoming and outgoing mail; he is introduced to and works with various filing systems; he is shown various business forms and stationery and told where to obtain them; and he is shown how to operate various office machines. He is also provided with the techniques to cost out his office procedures as regards to time, applicability, and cost.

Course Methodology

As was mentioned previously, rather than deal completely with the content of one subject area and then go on to the next, the lessons are sequenced to integrate the material from the various subject areas. In this way the student acquires a knowledge of the elementary aspects from the different areas and then can build on the material learned to go on to the next level. The student gets to see and integrate for himself the various basic aspects of business before he is taken to any depth in any one subject area.

The course as a whole is based on a problem solving model. The student first becomes aware of a difficulty, clarifies the problem, collects information germane to the problem, postulates alternatives and selects the alternative which seems the most appropriate.

Each lesson is also based on this model. The course is not presented in lecture form. On the contrary, little if any material is taught by way of lectures. Each lesson is started by a stimulus to create awareness of a difficulty. A projectual, a short case history, or a film may be used for this purpose. Group discussion is often used to clarify the problem. Films, readings and discussion are used to gather information germane to the problem. Alternatives are postulated by the students and the best alternatives are selected.

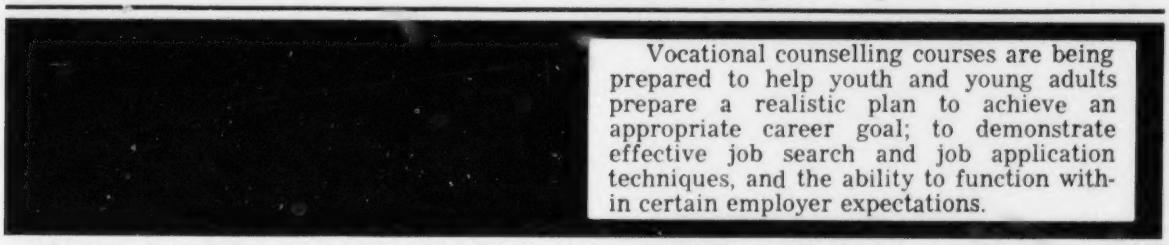
The student with the aid of projectuals, case histories, films and readings is involved and participates in a learning experience. It is in effect a discovery method of learning where the instructor leads the discussion and guides the students in their learning experience.

The instructor has for each lesson an Instructor's Manual which guides him in the use of materials and visual aids.

Of considerable use in stimulating discussion are short case histories adapted from real life experiences to which the student can easily relate. They permit him to think purposefully and to engage in open discussion. Since business management is not a clear cut technical matter, but involves much human judgement, the case history encourages the involvement of the student and provides feedback to the instructor as to what is being learned. There is thus free communication between the instructor and the student. The student gains confidence as he makes contributions to the understanding of the group. The student is therefore not only a receiver but also a contributor. This tends to develop responsible activity in the face of realistic group situations.

Each lesson has readings which are discussed by the students to increase understanding. The students also go on tours of retail outlets, wholesale houses, banks, credit unions, etc., where the students get an opportunity to question the manager about his operation. In addition, the students have frequent opportunity to interview in the classroom setting such people as a loans manager, a lawyer, government personnel associated with native people as well as native businessmen who willingly spend time with the group and discuss their business operations. These interviews gradually become more meaningful as the students gain more experience and confidence in themselves.

The course has scheduled a number of small business projects which the students can undertake to experience what business is like. The type of project can vary a lot depending on group interest and inclinations. The project should provide the students with realistic experience in marketing, personnel, finance, accounting, business organization and production. After the project is complete, an analysis and evaluation of the project in terms of what has been learned to date brings out valuable insights of the problems and progress being made.



Vocational counselling courses are being prepared to help youth and young adults prepare a realistic plan to achieve an appropriate career goal; to demonstrate effective job search and job application techniques, and the ability to function within certain employer expectations.

An overview of the course content is:

Part I — Occupational Choice — Following a short orientation which will include an overview of the course objectives and methods to be employed, the students will practise some attending behaviours, listening techniques and questioning skills. A problem solving system will be outlined, applied to particular problems and practised during later parts of the course. Students will then be led through a set of lessons in which they will develop a comprehensive personal inventory based on their interests and aptitudes. During the later stages of the lessons, these personal traits will be examined in terms of their effect on occupational choice, employability and broader expectations in life. This will lead to a general goal setting exercise, which in turn, will lead to a set of criteria for occupational choice. An exploration of occupations which meet these criteria will involve the preparation of comprehensive occupational descriptions for a number of chosen occupations. Finally, students will select a small number of occupations and prepare both short and long range plans for entry to them.

Part II — Job Search — The focus of this part will be to develop the information and skills to seek and obtain employment in one of the previously chosen occupations. Included will be training in methods of identifying job opportunities using the services of employment agencies, and in job application techniques and job interviews. In addition, students will learn to identify employer expectations and practice behaviours to meet these expectations.

The components for the program will include:

1. An occupational information system consisting of an occupational information kit and an occupational fact sheet file containing general and current information.
2. A worker qualifications factor kit which will be a set of manual keysort cards. These cards will enable students and counsellors to select occupations by the various qualification factors, such as education, training, interests and aptitudes.
3. A standard test battery and a student data file.
4. A student career catalogue.
5. An instructor's manual.

The formulation and identification of skills which are common to a large number of jobs and basic to a series of specialized or job specific skills and the development of individualized training modules for the identified skills.

THE NEED

It is increasingly recognized that the rate of technological change as well as the expansions and contractions of specific labour markets require both a degree of training and of flexibility possessed by relatively very few workers. The problem lies not in the resistance to change on the part of the labour force, but rather on the nature of the curriculum which trains a person for a specific job rather than for a family of jobs and on the nature of the credentials for employment which fail to recognize, in this age of specialization, that many skills are transferable to a variety of occupations. A second problem with the curriculum (and this applies particularly to adult training programs) is that it prepares people for entry level jobs and provides little assistance for the person who wants to learn to perform, or is promoted to, a more skilled job.

One of the results of the evolution of jobs into increasingly narrowing specializations is the fact that we have tended to forget that many of these specialities had, and have many common skills. Unfortunately, the curricula and credentials, in attempting to appropriately match these evolutions, have ignored the generic aspects of these occupations and nearly all skills are taught and recognized as being disparate.

EXAMPLES OF GENERIC SKILLS

1. **Academic Skills** — multiplying whole numbers and reading to determine job requirements.
2. **Reasoning skills** — scheduling work and diagnosing work problems.
3. **Interpersonal skills** — giving and receiving rewards and discipline.
4. **Manipulation skills** — hand/eye co-ordination and using proper body posture for lifting and carrying.

THE STUDY

In a study by TRANDS, generic skills are being formulated, their use identified for certain occupational groups, and instructional modules prepared in an attempt to provide greater flexibility to workers, to employers and to vocational training programs.

Generic skills are based on the premise that every occupation requires a worker to function in relation to **data**, **people** and **things** in varying degrees. Every occupation described in the Canadian Classification and Dictionary of Occupations (CCDO) and in the U.S. Dictionary of Occupational Titles indicates, in general terms, the degree to which any job requires skills in each of these functions.

METHODOLOGY OF STUDY

Separate studies are being sequentially carried out in the three functional areas of data, people and things. Although the studies are separate, the results will be integrated because many of the generic skills actually encompass two or more of the three functional areas.

Within each functional area the following methodology is being used:

a. **Taxonomy of Skills.** A conceptual model of worker functions is developed and the possible generic skills are identified through analysis and synthesis of educational and training curricula, reports of occupational analyses, the CCDO, other relevent literature and staff knowledge of the occupations. These skills are classified by functional levels and by order of skill development.

b. **Data Instrument.** Instruments are developed and tested to determine generic skills **used** in a variety of occupations.

c. **Data Collection.** Data is collected from representative workers and their immediate supervisors for a number of occupations. For the data skills 10 workers and supervisors were selected, on a representative cross-section basis, for 27 different occupations in a variety of urban and rural areas.

d. **Data Analysis.** The data is analyzed to determine occupational skill profiles, occupational clusters, comparisions in skill requirements in different geographical locations, and to prepare detailed course development specifications.

e. **Training Modules.** Instructional packages, including inventory or diagnostic tests, placement tests, achievement tests, learning processes and materials, etc., are being developed and assembled into skill and occupational clusters and evaluated through pilot courses.

f. **Dissemination.** A written report covering the rationale and theory of the project and the results of the generic data skills phase (methodology, data collected, results of analysis and development specification) is

(methodology, data collected, results of analysis and development specification) is planned for publication in the Fall of 1973. Further reports covering the people and things will be published when these studies are completed.

ADVANTAGES OF THE GENERIC APPROACH

1. Prerequisites by prescription

At the present time most occupational training demands that the adult student have grade 10 or better as a prerequisite. TRANDS' initial investigation using job analysis indicates that many jobs for which occupational training is provided actually need considerably less training in mathematics and notably more training in communications. It is possible to prescribe rather precisely the academic prerequisites for any vocational training. Such an arrangement is perfectly compatible with continuous intake-exit procedures. It should be equally possible to prescribe people and things skills. The prescription method could: (1) prevent over or under teaching of skills, (2) permit the recognition of knowledge and skills gained outside the formal educational system, (3) ensure that Basic Training for Skill Development is relevant to chosen occupations, and (4) provide modular training units for the three areas: data, people and things.

2. Integration of Basic Education and Occupational Training

The present separation of academic and vocational programs results in a number of inefficiencies, including: (1) loss of knowledge between completion of academic and commencement of occupational training, (2) waiting lists (or perhaps the reverse in some courses) of people who have completed academic prerequisites but can not be enrolled immediately in occupational training, and (3) a belief by many adult students, that the academic concepts are not relevant to their occupational goals. The integration of basic education and occupational training may be achieved by putting the two courses together; by providing a period a day for the basic education component as required; or by complete unification.

3. Economy

The generic method may result in economy of cost through: (1) removal of artificial barriers to occupational training, (2) removal of artificial standards for job entry, (3) prevention of training institutions escalating requirements when faced with an oversupply of applicants for admission, and (4) separation between what can and should be taught in the classroom and through hands-on experience.

GENERIC DATA SKILLS

Generic data skills have been formulated, their use identified within 27 different occupations, and individualized training modules are being developed for pilot testing. The data training packages are being designed to facilitate achievement of the following objectives:

1. To assist adults to achieve the specific generic data skills which are required for chosen occupations.
2. To allow adults to gain recognition for skills attained outside the educational system.
3. To provide remedial academic upgrading for those who have the official prerequisites but have forgotten the actual skills or knowledge.
4. To provide continuous intake and exit of students.
5. To provide a means by which adults may acquire additional generic data skills required to advance their careers.

It is anticipated that the training packages will be implemented by adult training institutions in a variety of situations such as: (1) Using the program in lieu of traditional adult training programs to prepare students for occupational training courses or for job entry; (2) using the core clusters of the training process during which students and staff can select an appropriate occupational goal and then continue with any additional generic data skill development necessitated by the selection; (3) integrating the program with occupational training courses by allowing training time daily for the development of the generic data skills; or (4) unifying this program with occupational training courses by treating the data concepts and the occupational skill requirements as a unit.

DATA PEOPLE THINGS

Generic skills are based on the premise that every occupation requires a worker to function in relation to:

1. **Data** — Information, knowledge, and conceptions related to Data, People and Things, obtained by observation, investigation, interpretation, visualization and mental creation; incapable of being touched. Written data take the form of numbers, words and symbols; other data are ideas, concepts and oral verbalization.
2. **People** — Human beings; also includes animals dealt with on an individual basis.
3. **Things** — Inanimate objects as distinguished from human beings; substances or materials; machines, tools, or equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

The New Careers program proposes, in effect, three levels of human service workers:

1. Socanics — skilled workers in social institutions. These are the aides.
2. Coaches — these are the technicians in the agencies.
3. Professionals.

The progressive reorganization of many human and social development organizations is creating new jobs that can most capably be filled by Socanics.

The following job descriptions provide greater detail on the tasks to be performed by typical Socanics.

The term "Socanic" (a skilled worker in social institutions) was coined to designate a para-professional trained in the core skills.

The jobs include:

SOCIAL WORK AIDE

PAROLE AND PROBATION AIDE

EDUCATION AIDE

ALCOHOL COUNSELOR

COMMUNITY SERVICES WORKER

RECREATIONAL AIDE

COURT WORKER

TRAINING

The work described in the previous section can be structured so that persons with training can very quickly perform useful functions at entry-level positions. While on the job, or following a period of satisfactory employment at the aide level, additional training can be provided to enable the aide to move up the career ladder. This education can enable the aide to function on increasingly higher levels of skill and responsibility.

Saskatchewan NewStart identified the generic skills needed by para-professionals at the aide level. It was found that most of these skills clustered into a core of knowledge that was adaptable for a single course of study. The remaining skills were again clustered into specialized fields which could be taught on the job or in brief follow-up courses.

COURSE STRUCTURE

1. **Communication Processes**

Much of the work of a para-professional concentrates around the ability to communicate effectively, both on the level of the professional and the client. Therefore, the course includes the communication skills — writing, speaking, interviewing, etc.

2. **Clerical**

Students are given a basic typing and instruction and practice in record keeping and the operation of common office machines.

3. **Human Relations**

This part of the course deals with the relationships of the para-professional with the professional as well as with the client, the organization, and his fellow workers. Particular emphasis is placed on ethics.

4. **Human Growth and Development**

This is an overview of human growth and development, seeing the progression from birth to old age, involving the factors of physical, mental, emotional and social growth.

5. **Personal**

This is designed to help the para-profesional coordinate his work habits with the expectations of the agency.

Following completion of this core, students may then select a short course stressing the special skills needed in the individual areas such as education, social work, medical, and legal. Alternatively, they may get the skills through on-the-job training.

LINC (Learning Individualized for Canadians) Mathematics

The Mathematics Program has 10 modular units, each of which contains a system of placement and criterion tests for diagnosis of a student's functioning level, a number of curriculum items divided into behavioral objectives and a list of recommended commercial materials for prescriptions, which make possible a system of individualized instruction. The instructor's manual has an introduction explaining the individualized process. The kit is packed in one box with tabbed pockets for easy access.

Instructor's Manual, 3rd edition, 36[illegible] pages **$5.95**

Kit containing materials for 15 students* **$100.00**

LINC (Learning Individualized for Canadians) Communications

The Communications manuals and kit are organized like the Mathematics Program, but Developmental Reading contains exercises in addition to tests and recommended commercial materials. Developmental Reading concentrates on teaching the skills of comprehension, evaluation, and word attack in reading as well as giving practice in them. Functional Reading includes language usage, letter writing, library, reference and grammar skills. The Skill Development Series is a collection of supplementary exercises. The Communications kit is packed in three boxes.

Developmental Reading, instructor's manual, 300 pages ..... **$ 5.95**

Functional Reading, instructor's manual, 300 pages ..... **$ 5.95**

Skill Development Series, instructor's manual, 397 pages ..... **$ 5.95**

Kit containing materials for 15 students* (in 3 boxes) **$200.00**

Establishing the LINC Program

A manual for Administrators and Instructors, containing objectives, rationale and overview of materials and processes in the LINC Program.

75 pages **$1.95**

Readings in Life Skills

This book of readings contains twelve essays dealing with different aspects of the course and its implementation. The book provides an overview of Life Skills for principals and directors of adult education programs. It contains essential references for Life Skills instructors and their supervisors.

257 pages, 5th edition **$4.95**

Life Skills Coaching Manual

This is a guide containing directions for the conduct of the Life Skills lessons. It describes the objectives for each lesson, the materials required, and gives detailed procedures for the instructor to use to reach the stated objective.

580 pages, (3rd edition) **$7.95**

Dynamique de la vie

A French version of the Life Skills Coaching Manual.

569 pages **$7.95**

Kit of Audio-Visual Learning Aids*

These specially designed videotapes, cassette tapes, overhead transparencies, 35 mm slides, and form masters provide the Life Skills instructor with resources essential to the operation of the course.

..... **$225.00**

The Problems and Needed Life Skills of Adolescents

This book reviews the present cultural context of North American youth, surveys the characteristics of adolescents, describes the skills needed to deal with their problems and concerns, assesses the extent to which the Life Skills course meets these needs, and gives detailed recommendations for modification of the lessons and for preparation of new lessons. It includes a Plan for a Life Skills Course for Northern Adolescents.

378 pages **$5.95**

Life Skills Course for Corrections

This contains a description of the relevance of the Life Skills course for use in correctional therapeutic communities. A review of each lession is given with recommendations for adaptation of the Life Skills lessons for the correctional setting.

100 pages, (2nd edition) **$1.95**

Dynamics of Life Skills Coach Training

An indispensable resource to the instructor during his training period and a useful reference to him on the job. This manual discusses many training techniques and training problems with suggested remedies.

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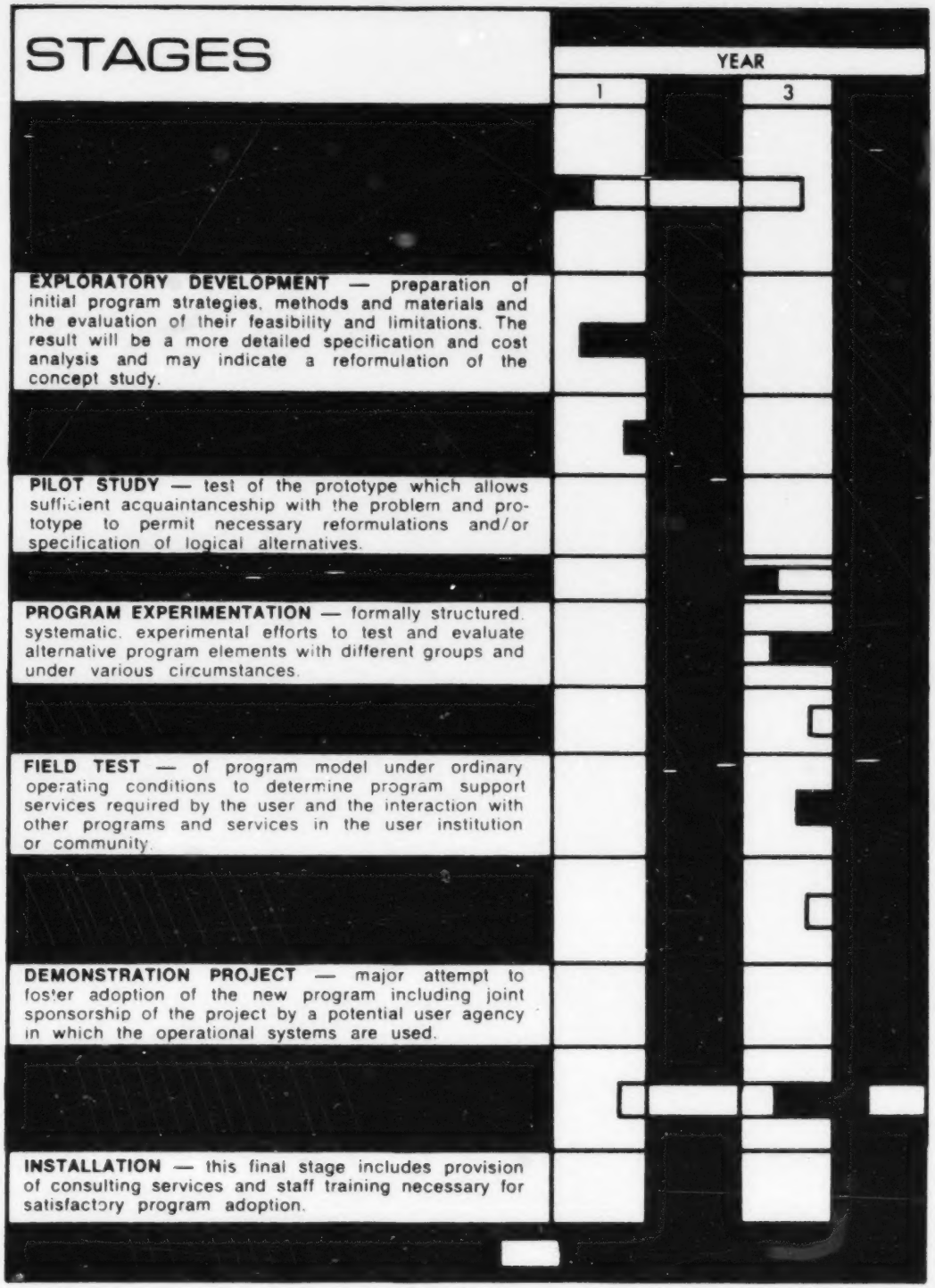
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